**The Kindergarten Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Pencils, crayons, pieces of yarn cut to different lengths.  Student consumable page 156 or similar black line master (optional).  Objects to sort in a center (socks/ belts/ scarves/ ribbons) | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Hold up two pencils of different lengths. Ask students to point to the pencil that is LONGER. Ask them to point to the pencil that is SHORTER. Ask students to select two different pencils from the pencil can and compare them. Ask other students to choose two crayons and compare their length using the words LONGER and SHORTER. Choose two students to stand next to each other and compare by saying, “Is (child’s name) AS TALL AS (child’s name)? Prepare to introduce SAME or EQUAL terms if needed. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| *Daily Spiral Review: Choose a student to count out “10” pencils from the can. Have another student say,” Please give me (say and number and show on fingers) pencils.” As a group take away the correct number of pencils and discuss what is left. Write 10-\_\_\_\_ = \_\_\_\_\_ as a number sentence. Do a few more as needed.* | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Give each student a piece of yarn and ask them to lay their yarn down next to their partner’s yarn. Demonstrate how to match the ends of the yarn to determine which yarn is SHORTER and which is longer. Try again. Challenge level: Have partners choose several pieces of yarn and sort them from shortest to longest, longest to shortest or tallest to shortest. This can also be a group activity. | |

|  |
| --- |
| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| *In their math journals, have students draw two pieces of yarn and label with the words LONGER and SHORTER.*  *Challenge: Have students draw another two pieces of yarn and label with the word SAME LENGTH.* |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Sorting as a Center: Take a bag of random socks, belts, scarves or ribbons of different lengths and sort from shortest to longest. Draw a picture of the sorting if time. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Observe the student’s sorting activities with whole group, partners and/or centers. Note students who need extra support and those who need more challenge. |